

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
December 17, 2014, 9:30 a.m. – 12 noon
Gatehouse Administration Center, Room 4050

Agenda

- 1. Welcome and Introductions**
- 2. Action Item**
Item A-1: Addressing Truancy in Fairfax County
- 3. Information Items**
Item I-1: Opportunity Neighborhood and Other Place-Based Approach Strategies
Item I-2: Restorative Justice Overview
Item I-3: Racial Equity Update
- 4. Items and Announcements Presented by SCYPT Members**
- 5. Adjourn**

Reminder:

The next SCYPT meeting will be at Gatehouse!

Wednesday, January 21, 2015
9:30 a.m. – 12 noon
Gatehouse Administration Center, Room 4050
8115 Gatehouse Road, Falls Church, VA 22042

SCYPT Action Item A-1
December 17, 2014

TITLE:

Endorsement of Recommendations for Addressing Truancy in Fairfax County.

ISSUE:

SCYPT endorsement of recommendations to initiate a comprehensive, multi-stakeholder approach to addressing truancy.

RECOMMENDATION:

Staff recommends that the SCYPT endorse proposed strategies to address truancy in Fairfax County.

BACKGROUND:

Across Fairfax County Public Schools (FCPS), average daily attendance is very high. But it drops off as students age, and there are slight disparities among demographic groups. Among twelfth graders, 93 percent of Asian, black, and white students are in attendance daily. But 92 percent of Hispanic and low income students and 91 percent of Limited English Proficiency students are in attendance. The more pressing issue, though, is chronic absenteeism. According to the code of Virginia, once a student has 6 unexcused absences in a year, principal must notify parent, remind of compulsory education laws and make plan for better attendance. In the 2013-14 school year, over 16,000 students had more than five unexcused absences. Over 4,500 had between 10 and 20 unexcused absences, and over 2,000 had more than 20.

Truancy exists in the context of interaction among child, community, family, and school domains. Its causes and consequences are varied. Truancy can lead to multiple poor outcomes for youth, including dropping out of school, low financial security, relationship problems, poor health, and delinquency. Additional negative outcomes affect schools, families, and communities. An effective approach to the issue must address all four domains. Strategies must be “multi-modal” and build on proven interventions.

Fairfax County has had limited and inconsistent responses to truancy, but has begun to implement promising practices in schools, juvenile justice, and other settings. A broader, more inclusive and comprehensive, approach is necessary to build upon these promising practices and ensure a holistic strategy. The SCYPT is being asked to endorse:

1. A multi-stakeholder truancy summit to build awareness and support for a comprehensive approach; and
2. A truancy task force to develop and oversee implementation of a strategy.

ATTACHMENTS:

None

STAFF:

Mary Ann Panarelli, FCPS Department of Special Services

Bob Bermingham, Juvenile and Domestic Relations District Court, Court Services Unit



Addressing Truancy in Fairfax County

PRESENTATION TO: SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

MARY ANN PANARELLI, FAIRFAX COUNTY PUBLIC SCHOOLS
ROBERT BERMINGHAM, JDRDC COURT SERVICES UNIT
DECEMBER 17, 2014

Goals of the Presentation



- Overview of current situation
- Review outcomes resulting from truancy
- Discuss current efforts to address truancy – what's working and what isn't working
- Gain support and sponsorship of SCYPT to hold a community dialogue about ways to address truancy

Average Daily Attendance



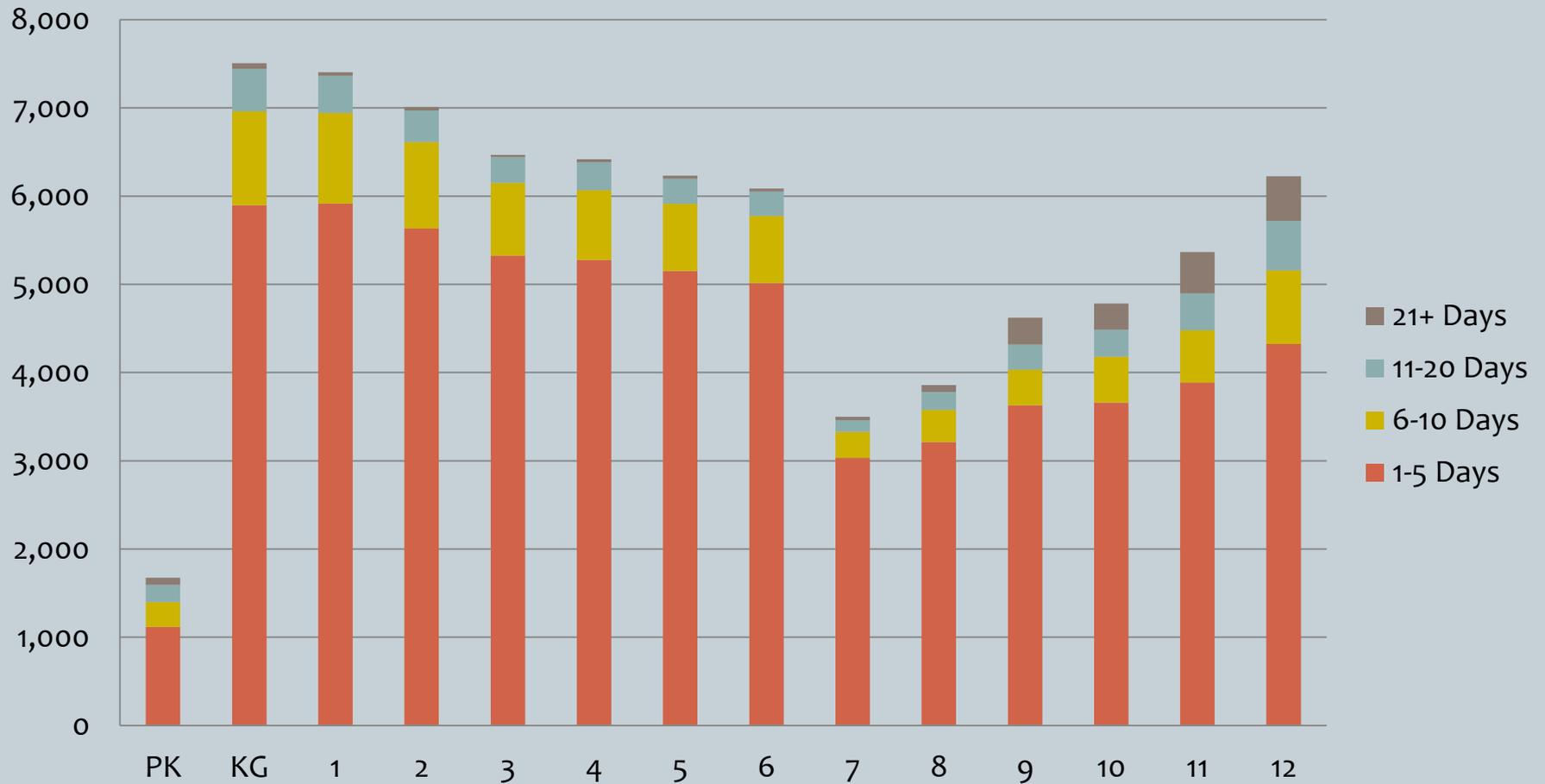
- Average daily attendance is very high
- Elementary-all subgroups 96% or better
- Percent of secondary students in attendance each day varies slightly by subgroup

	Asian	Black	White	Hispanic	Free & Reduced Meals	Limited English Proficiency
Grade 8	97.4	96.5	95.7	95.3	95.5	95.4
Grade 12	93.3	93.2	92.5	91.8	91.9	90.7

Source: Fairfax County Public Schools

Number of Students with Unexcused Absences by Grade

2013-2014



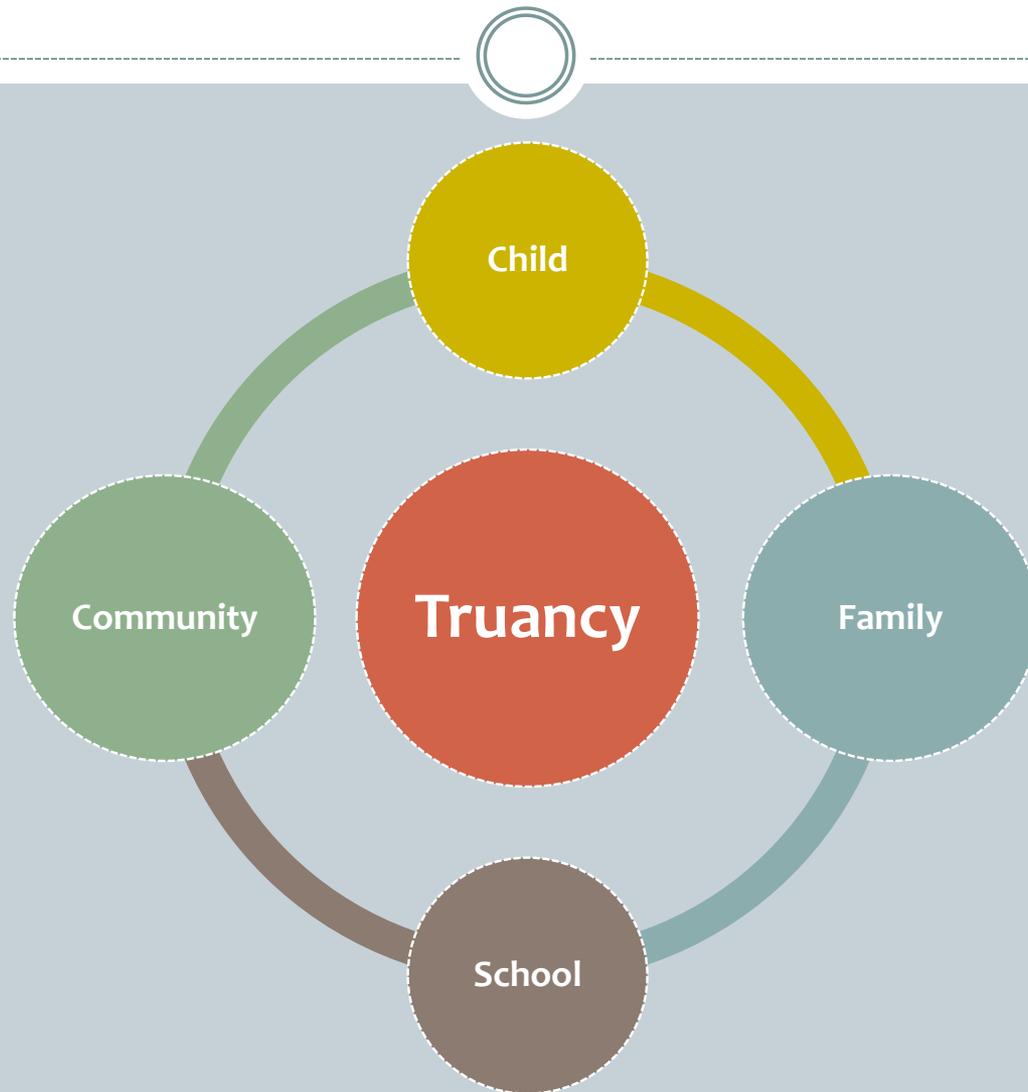
Source: Fairfax County Public Schools

“Legal” Truancy: Absent more than 5 days



Source: Fairfax County Public Schools

Truancy exists in the context of interaction among 4 domains. All domains need to be involved in addressing the issue.



Outcomes of Truancy for the Child



- Higher rates of drop out
- Lower financial security
- Future relational difficulties
 - Early marriage
 - More likely to have more children
 - Higher levels of divorce
- Poor health outcomes
 - Increased risk of mental health problems
 - Increased risk of alcohol and drug abuse
 - Higher levels of personal injury
- Delinquency that **may** lead to adult criminal behaviors

Outcomes of Truancy for the Family



- Increased levels of family stress
- Family conflict with educational and social service providers
- Potential involvement with juvenile justice authorities

Truancy Outcomes for the School



- Disrupts ability of teacher to build momentum in instruction for class, especially in group activities
- Frustrates teachers who are trying to build relationships and motivation
- Adds cost of providing remedial and repeat courses
- Threatens school accreditation
 - Due to lower rate of on-time graduation

Truancy Outcomes for the Community



- **Economic:**
 - Lost income and tax revenue
 - Increased demand on local social services
- **Political:**
 - Reduced levels of political participation
- **Social:**
 - Increased crime rates
 - Reduced intergenerational mobility
 - Poor levels of health
 - Widens the social gap for some subgroups

Common Reasons for Missing School



- **Child focused**
 - Don't see school as relevant to their life
 - Don't function well in standard school settings
 - Mental health problems and/or learning disabilities
 - Feel that they don't "fit in" with other students
 - Don't feel safe – feel threatened
 - Lack academic competence

Common Reasons for Missing School



- **Family focused**
 - Family needs older children to work or provide child care because of economic conditions
 - Some families in “survival” mode
 - Parents may not understand impact of absences on learning
 - Parents may not know how to navigate the system to advocate for their children, e.g. may not know that they need to call in absences
 - Parents don’t have time to attend parent/teacher conferences
 - Language barriers
 - Immigrant parents require more support to understand how the system works here and the importance of education and school attendance

Overview of Truancy Intervention Research



- Although national research shows multi-dimensional causes and issues associated with truancy, interventions still tend to focus on individual child
 - Social welfare/therapeutic lens: emphasizes psychological problems and the learning disabilities that result from them
 - ✦ Interventions focus on remedial education and individual counseling
 - Crime control lens: views truancy as a part of the pattern of juvenile crime and is viewed as a public safety issue
 - ✦ Interventions focus on enhanced enforcement and punishment

Research Shows that Truancy Interventions



- Should be “multi-modal” and use proven strategies
 - Collaboration between schools, family, and community institutions
 - Student and family engagement
 - Comprehensive approach to problem-solving
 - Use of incentives and sanctions
 - Operating in a supportive context of active encouragement
 - Rigorous and continuous evaluation and assessment of intervention

Current Fairfax Responses to Truancy: Schools



- Limited Number of School Attendance Officers
15 officers to cover 196 schools and centers and 187,000 Students
 - Tasked with residency checks as well as attendance
 - Number hasn't changed for over a decade
 - Role has shifted from documentation for court to connecting with services
 - Highest priority given to high schools
- Inconsistent response to absences across schools
- Difficulty with successfully reintegrating youth back into academic work once they return to school

Current Fairfax Responses to Truancy: Schools



- Promising Practices

- Same day parent notification of absences-at 10am and 6pm
- System of Support Advisors at High School
- Check and Connect – Evidenced-based Attendance Program
 - ✦ Mentoring and goal setting to student
 - ✦ Family component – calls home to praise good attendance, check when student misses classes
 - ✦ Strong data monitoring and evaluation components
- Restorative Justice Attendance Circles
 - ✦ Welcome students in morning, set and discuss goals and accountability
- Monthly multiagency team meetings – discuss specific cases where truancy is a risk factor. Forum for identifying shared cases.

Current Fairfax Responses to Truancy: Juvenile Court

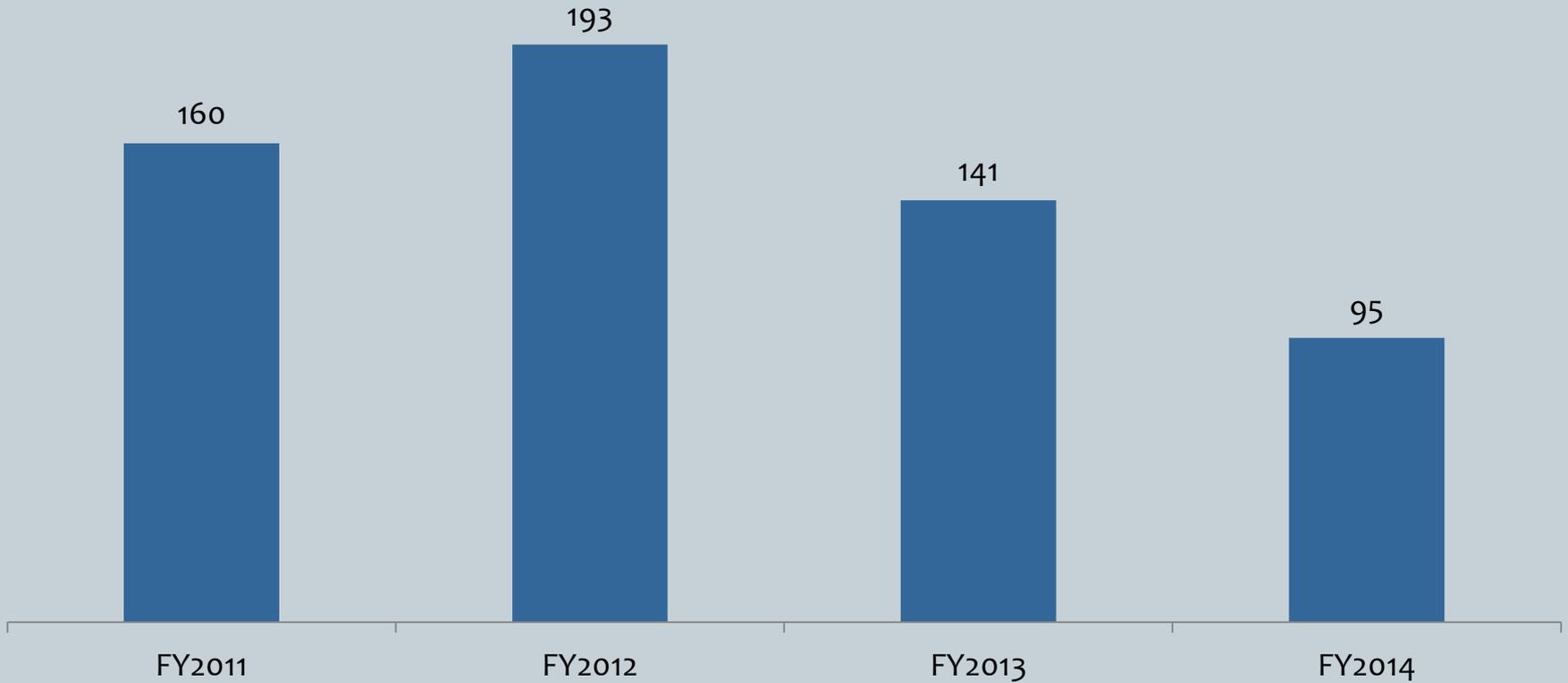


- Juvenile Justice responses limited by the Code of Virginia
 - Intake worker must decide if School Attendance Officer has exhausted all community resources
 - Intake *may* divert on first offense
 - ✦ Monitored Diversion Program
 - ✦ Diverted cases must be completed within 120 days
 - Intake *may* take unsuccessful diversion cases to court – limiting reinforcing school-to-prison pipeline

Current Fairfax Responses to Truancy: Juvenile Court Truancy Complaints Brought to JDRDC Intake

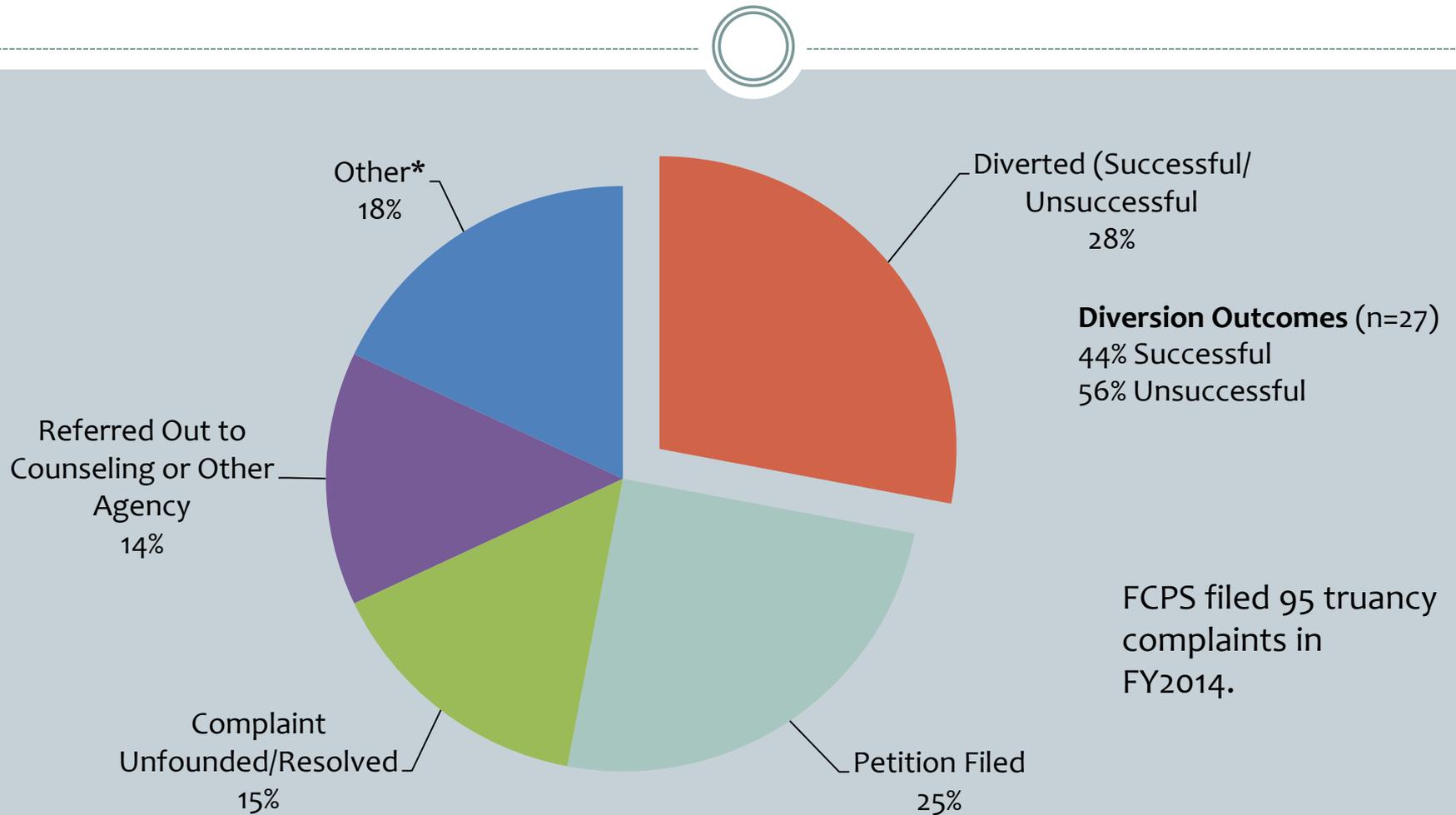


Truancy Complaints by Fiscal Year



Source: DJJ BADGE Management Information System

Current Fairfax Responses to Truancy: Juvenile Court Intake Dispositions for Truancy Complaints FY2014



Source: DJJ BADGE Management Information System, *Other includes cases still pending.

Where do we go from here?



- **Next Steps:**
 - SCYPT support for a multi-stakeholder truancy summit
 - SCYPT support for truancy task force

SCYPT Information Item I-1
December 17, 2014

TITLE:

Opportunity Neighborhood

ISSUE:

The Opportunity Neighborhood place-based initiative aims to provide a data-driven approach to fully supporting children, youth, and families in a defined area.

BACKGROUND:

Fairfax County's first Opportunity Neighborhood (ON) covers an area within the Mount Vernon High School Pyramid and includes children, families, schools, and partners within the boundaries of Mount Vernon Woods ES, Riverside ES, Woodlawn ES, and follows these children as they enroll in Walt Whitman MS, and Mount Vernon HS. This service area was identified based on a variety of risk and protective factors. ON is a place-based initiative that aims to integrate services, engage communities, and plan and implement services in a collaborative manner to best meet identified needs.

The mission of ON is to unite residents, community organizations and systems officials in securing school and career success for every Opportunity Neighborhood child. The goals of ON are:

- ON children are prepared for school entry
- ON children succeed in school
- ON youth graduate from high school and continue on to post-secondary education and careers
- ON families, schools, and neighborhoods support the healthy development and academic success of their children

The program is based on a theory of change that incorporates three "foundational elements": academic foundation; family resilience; and cultivating a culture of engagement, connectedness, and success. Key factors for establishing and maintaining place-based initiatives, including policy implications, have been identified through this work.

ATTACHMENTS:

Promise Neighborhoods Results Scorecard

STAFF:

Karla Bruce, Neighborhood and Community Services
Mary Ann Panarelli, FCPS Department of Special Services

Opportunity Neighborhood



Building and sustaining communities that support young people from cradle to college to career.



What is an Opportunity Neighborhood?

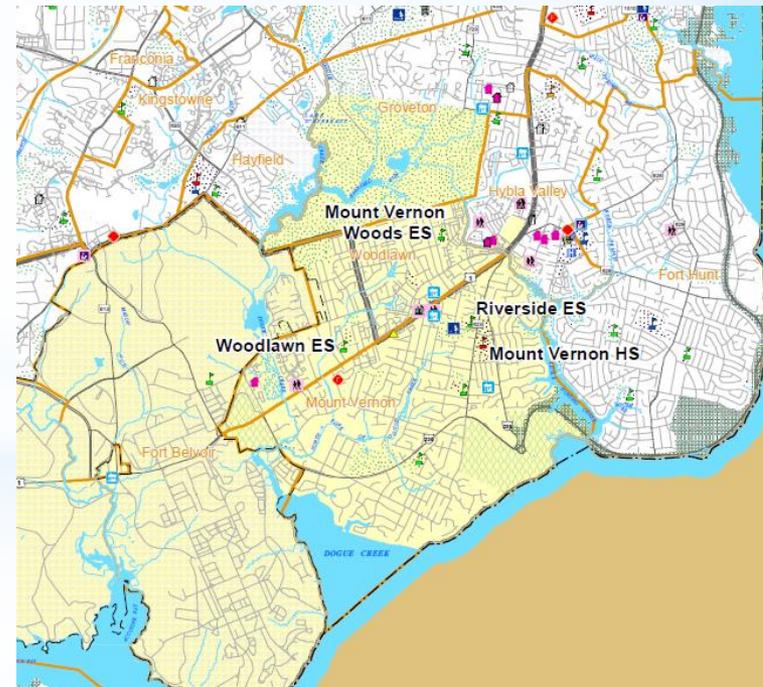
One where residents, schools, local government, community organizations, faith and business partners work collaboratively to create limitless possibility for children and youth, reducing barriers and providing a seamless continuum of trauma-informed supports and using data to understand community conditions, measure success, and be accountable for results.



We are ON!

Opportunity Neighborhood of Mount Vernon

Fairfax County's first Opportunity Neighborhood (ON) covers an area within the Mount Vernon High School Pyramid and includes children, families, schools, and partners within the boundaries of Mount Vernon Woods ES, Riverside ES, Woodlawn ES, and follows these children as they enroll in Walt Whitman MS, and Mount Vernon HS. This service area was identified based on a variety of risk and protective factors.



We are ON!

Place-based initiatives are integrated services, planned and delivered in defined socio-geographic areas:

- * They rely on **meaningful engagement with communities** and avoid assumptions
- * They **tailor solutions** based on a communities needs and assets
- * They **use data**, taking an ecological approach, engaging with the built environment and improving efficiency
- * They **incorporate high-quality services, reduce barriers to access**, and increase links, networks and referrals
- * They **use existing infrastructure and resources more effectively**, not necessarily requiring additional resources
- * They require a **long-term commitment** but outcomes are more sustainable



We are ON!

What does ON do?

The Mission of ON is to *unite residents, community organizations and systems officials in securing school and career success for every Opportunity Neighborhood child.*

The Goals of ON are:

- * ON children are prepared for school entry
- * ON children succeed in school
- * ON youth graduate from high school and continue on to post-secondary education and careers
- * ON families, schools, and neighborhoods support the healthy development and academic success of their children



We are ON!

How does ON Work?

Theory of Change: To achieve the goals of ON, these foundational elements were identified as key levers of change:

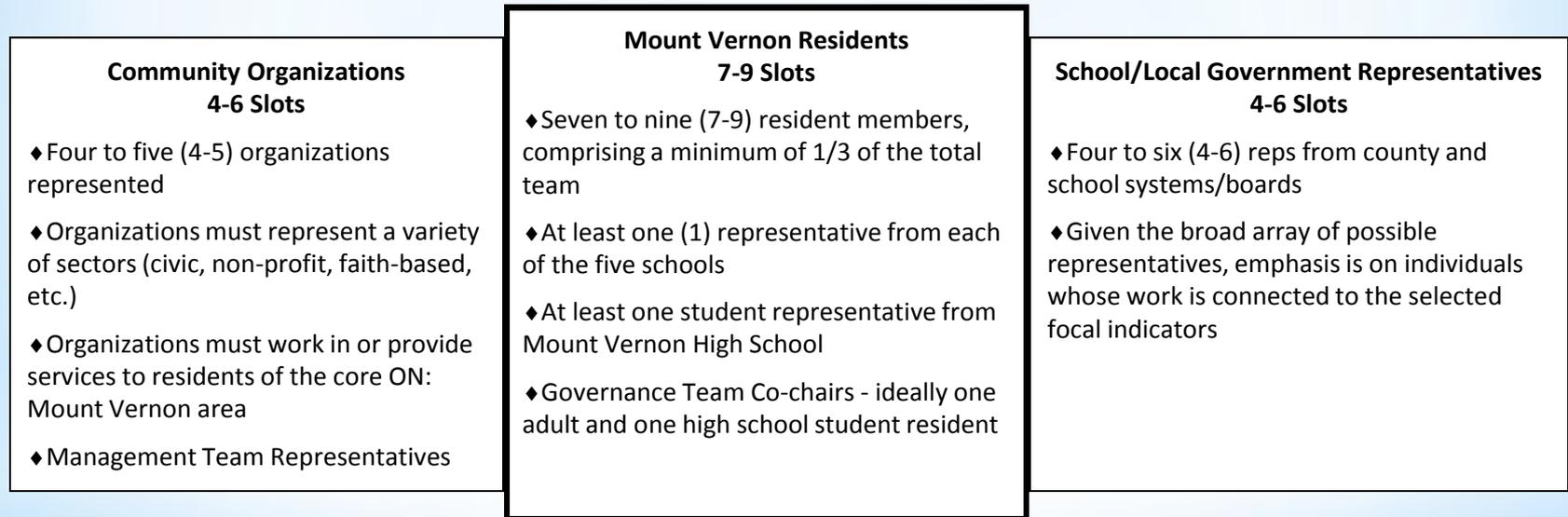
- * **Academic Foundation**: ON children and youth are provided with effective learning opportunities to address individual challenges and maximize gifts and strengths so that they are on course to graduate, pursue post-secondary education, and gain and retain employment that provides self-sufficiency.
- * **Family Resilience**: ON children and youth are able to focus on their future, free of concerns related to family crisis, caregiver stress, housing instability, community violence, or other sources of trauma.
- * **Cultivating a Culture of Engagement, Connectedness, and Success**: ON children and youth have strong aspirations and feel connected to a family, school, and community support network that believes and invests in their potential.



We are ON!

Organizational Structure of ON: Mount Vernon

Governance Team: Overseen by resident co-chairs, and comprised of 1/3 residents, 1/3 human services reps, and 1/3 local officials and their reps. The GT meets monthly, and sets the priorities and direction of the Opportunity Neighborhood.



We are ON!

ON resources support strategic initiatives that address ON goals and focus areas directly. Some of these include:

- * Community engagement work which resulted in the creation of Sequoyah Friends, a group of residents who do outreach and improve neighbor involvement in the Sequoyah Community.
- * The 21st Century Community Learning Center after-school and summer programs, which are designed to engage middle and high school students in learning and becoming leaders in their community.



We are ON!

- * The **Neighborhood School Readiness Team** brings together educators and administrators from child care centers, family child care, preschools, FCPS elementary schools as well as representatives from local government agencies and other community and faith-based organizations to support the successful transition of low-income, at-risk young children to kindergarten.
- * The **Supreme Teen Street Team**, or “ST2” is a group of teens who inform ON planning and promote school attendance among their peers.



We are ON!

Promise Scorecard: An online system that helps track the progress of ON programs and the success of children, families, and community.



Scoreboard



Opportunity Neighborhood



ON: Children succeed in school

ON: Elementary Schools - Average Reading SOL Pass Rate (Grades 3 & 5)	⋮	83%	79%	↓	1	2011-2012
Mt. Vernon High: Reading SOL Pass Rate (11th Grade)	⋮	96%	92%	↓	1	2011-2012
MVHS Pyramid: % of students who report there are lots of chances at school to talk with a teacher one on one		N/A	81.6%		0	2010-2011
ON: Elementary Schools - Number of Students with 10+ Total Absences per Semester	⋮	N/A	169	●	0	2012-2013



ON: Communities support children's healthy development & success

MtV District Station: # of domestic related assault incidences with police involvement		499	535	↓	1	2012
22309: # of requests for basic needs assistance on human services line		1,523	1,454	↓	1	County FY 2012
22309: # of juveniles with JDRDC Complaints	⋮	119	121	↓	2	County FY 2012



We are ON!

Who are the partners?

ON's Governance Team is composed of equal parts Mount Vernon residents, school and county representatives, and other partners. Three primary entities support the governance team and collaborate to forward the goals of ON: United Community Ministries, a non-profit; Fairfax County Government, and Fairfax County Public Schools. Other partners include:

- ✓ Capital One
- ✓ Virginia Department of Education (21st Century Community Learning Centers)
- ✓ Virginia Dept. of Criminal Justice Services
- ✓ The Capital Youth Empowerment Program
- ✓ Sequoyah Friends
- ✓ Northern Virginia Community College
- ✓ Region 1 Change Team
- ✓ Together We're The Answer
- ✓ West African Community Collaborative



Roadmap for Establishing an Opportunity Neighborhood

* Define a Geographic Area and Identify Needs and Opportunities for Change

- ✓ Mapping
- ✓ Compiling Needs Data

* Convene Stakeholders

- ✓ Residents – identify and cultivate a core group of adult and teen residents with leadership and engagement commitment
- ✓ Schools and Government (Human Services, Public Safety, Economic Development, Built Environment)
- ✓ Nonprofit
- ✓ Faith
- ✓ Civic

* Identify Outcomes and Indicators

- ✓ Data-Driven Process
- ✓ Consider Root Causes and Local Conditions

* Implement Solutions

- ✓ Cluster underlying causes/conditions to identify “Common Causes” to address through collective action
- ✓ Solution Areas – Family and Community Supports, Early Learning, K-12, College and Career Success
- ✓ Consider Race and Economic Status, as well as Access to Opportunity



Roadmap for Establishing an Opportunity Neighborhood

- * Establish Management Structure and Leadership
 - ☑ Governance
 - ☑ Management and Coordination
- * Build Capacity to collect and analyze data
 - ☑ Demographics
 - ☑ Program
 - ☑ Shared Data and Measurement System
- * Create and Strengthen Formal and Informal Partnerships
- * Leverage Resources
 - ☑ Current funding sources for management structure and continuum of solutions
 - ☑ Integrate funding streams
 - ☑ Secure grants and raise funding from outside sources



Opportunity Neighborhood Policy Implications

- * **Strengthen** collaboration between county, FCPS, and community and establish MOAs and formal policies to advance *place-based initiatives*
- * **Create** mechanisms for sharing and tracking longitudinal data
- * **Approve** reallocation and realignment of resources
- * **Commit** to reinvestment of funds saved by efficiencies
- * **Support** plans to access new funding sources and create flexible funding processes
- * **Sustain and scale up** proven, effective solutions



We are ON!

Opportunity Neighborhood of Mount Vernon was launched in 2011 with a generous seed grant from Capital One. With the support of residents, sponsors and public-private partners, ON continues to grow and make connections that benefit children youth as we plan for the 2014-15 school year and beyond.

Follow us on Facebook: <https://www.facebook.com/ONMountVernon>
Visit our website: <http://www.ucmagency.org/onmountvernon.html>

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Fairfax County Public Schools

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MMPanarelli@fcps.edu



Promise Neighborhoods Results Scorecard

GOAL 4: ON Community Supports Child Well-Being & Academic Success

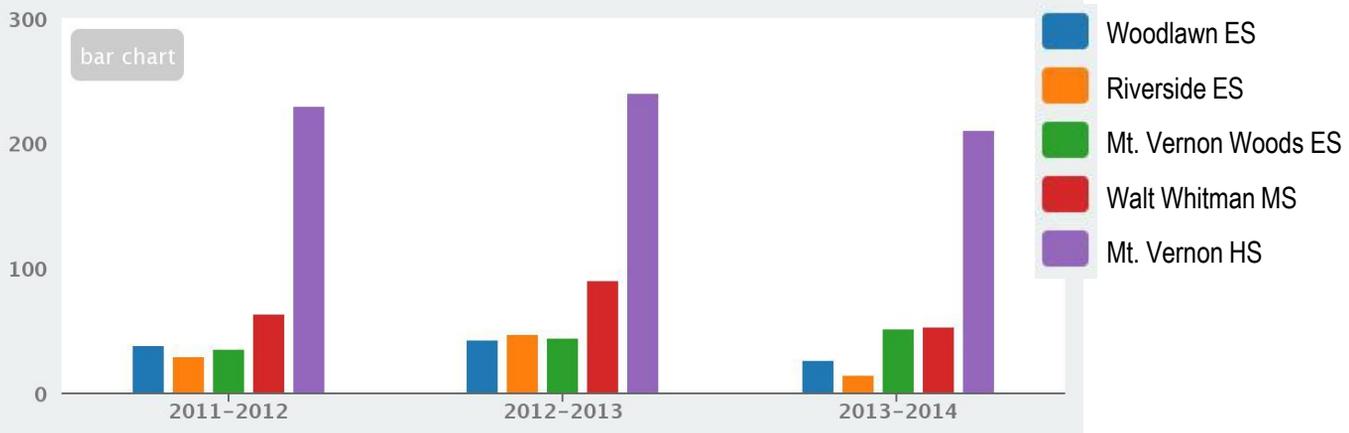
An Opportunity Neighborhood is one where residents, schools, local government, community organizations, faith and business partners work collaboratively to create limitless possibilities, ensuring the well being of children and youth by reducing barriers and providing a seamless continuum of trauma-informed supports, using data to understand community conditions, measure success and be accountable for results.

R	ON	Families, schools & neighborhoods support the healthy development & academic success of their children	Time Period	Actual Value	Current Trend	Baseline %Change
I		MVHS Pyramid % of students who could ask mom or dad for help if they had a problem	2013-2014	72.1%	1	9%
I	ON	# students (enrolled EOY) with 10% or more absences per year	2013-2014	358	1	-10%

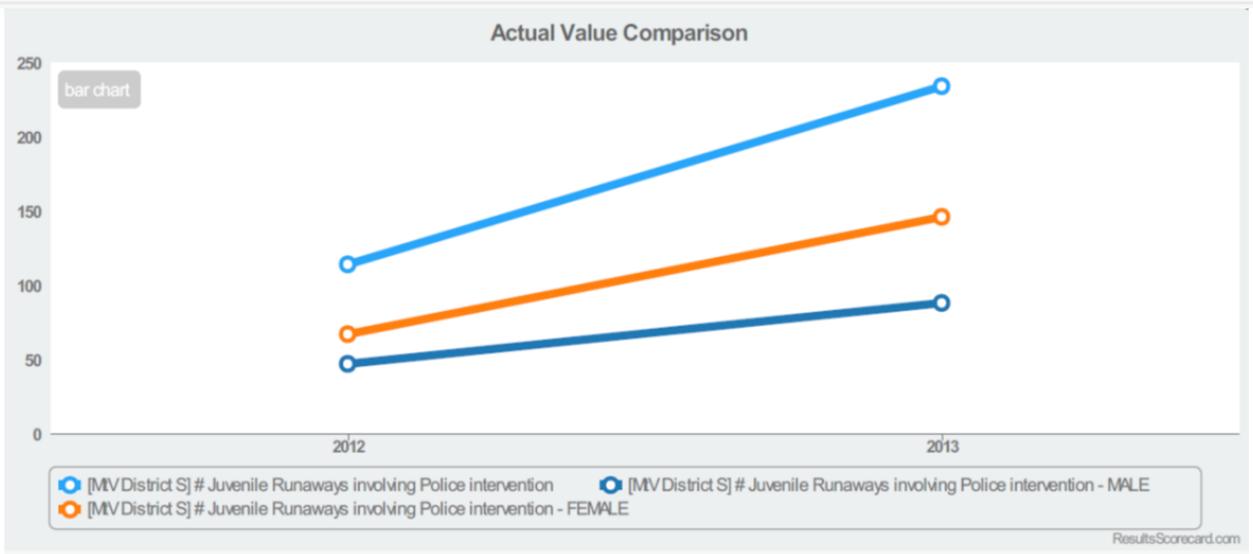
Disaggregated Indicators

I	Time Period	Actual Value	Current Trend	Baseline %Change
Mt. Vernon Woo # Mt Vernon Woods students (enrolled EOY) with 10% or more absences per year	2013-2014	52	2	49%
Riverside ES # Riverside students (enrolled EOY) with 10% or more absences per year	2013-2014	15	1	-50%
Woodlawn ES # Woodlawn students (enrolled EOY) with 10% or more absences per year	2013-2014	26	1	-32%
Walt Whitman M # Walt Whitman students (enrolled EOY) with 10% or more absences per year	2013-2014	54	1	-16%
Mt. Vernon Hig # Mt. Vernon HS students (enrolled EOY) with 10% or more absences per year	2013-2014	211	1	-8%

Actual Value Comparison



R	ON	People have the supportive services they need to be successful.	Time Period	Actual Value	Current Trend	Baseline %Change
I	22309	# of requests for assistance on human services line	CFY 2014	4,136	1	-9%
I	ON	Mobility Rate (% of membership entering/leaving during school year)	2013-2014	23.20%	1	-6%
I	22309	# of Juvenile Complaints	CFY 2014	179	2	-1%
I	MtV District S	# Juvenile Runaways involving Police intervention	2013	234	1	105%



Opportunity Neighborhood Results Scorecard helps support:

- Sharing data across systems and organizations
- Disaggregation of data (by school, race/ethnicity, gender, etc.)
- Informed dialogue to identify gaps and explore the “story behind the numbers”
- Data-driven decision making

SCYPT Information Item I-2
December 17, 2014

TITLE:

Restorative Justice Overview

ISSUE:

A collaborative restorative justice program is being used in Fairfax County for select incidents committed by juveniles in the schools and the community prior to juvenile justice involvement.

BACKGROUND:

Restorative justice is a victim-centered response to crime and wrongdoing that focuses on victim needs as related to the harm caused by the incident. Young offenders are held accountable by direct involvement in repairing the harm they caused to the victim, to the community and to themselves and their families. Restorative justice processes increase victim satisfaction with the justice process by giving victims a voice in the outcome and by reducing the incidence of re-offense.

Fairfax County officials representing the Juvenile and Domestic Relations District Court Court Services Unit (CSU), the Police Department (FCPD), Fairfax County Public Schools (FCPS), the Department of Neighborhood and Community Services, and the local nonprofit Northern Virginia Mediation Service are collaborating on a Community Restorative Justice Program to increase the use of the restorative justice processes for select incidents committed by juveniles in the schools and the community prior to juvenile justice involvement. This program is unique in that it brings together four public agencies and a community organization to respond jointly to some of the most critical issues involving youth in our region.

Restorative justice has been in use in FCPS for over six years and in the CSU for three years. The Community Restorative Justice Program will strengthen and expand efforts already in place in various programs in Fairfax County, including the FCPD as a new partner. The program aims to address critical issues including minority overrepresentation in discipline and justice proceedings, bullying, internet crimes and the school-to-prison pipeline experienced by some youth who engage in criminal activities at an early age. These topics present challenges nationally, regionally and locally, and Fairfax County is stepping up efforts to address them here in our communities.

ATTACHMENTS:

Broadening Available Juvenile Justice Diversion Options for Fairfax County Youth
Fairfax County Juvenile Restorative Justice Program Flow Chart

STAFF:

Jamie McCarron, Juvenile and Domestic Relations District Court, Court Services Unit
Erin Schaible, Fairfax County Police Department
Megan Johnston, Northern Virginia Mediation Service

Broadening Available Juvenile Justice Diversion Options for Fairfax County Youth

SCYPT Presentation

December 17, 2014

Background

Current research in juvenile justice indicates that diverting youth from formal juvenile justice processing, when appropriate, leads to better long-term outcomes for youth. In addition, the over-representation of minority youth (DMC) stubbornly persists within the Fairfax County juvenile justice system, especially at the referral stage. Increasing diversion of minority youth into appropriate services can help to address the DMC problem.

Different groups refer youth to the juvenile justice system, including the police and the school system and diversion efforts can exist in these arenas as well. Both the Fairfax County Police Department (FCPD) and the Fairfax County Public Schools (FCPS) have practices and programs that address problem behavior without involving juvenile intake. Similarly, for the past several years, the Fairfax County JDRDC Court Service Unit (CSU) has placed greater emphasis on diversion and expanding formal diversion options available within the agency. In the past, these systems were most likely to operate in isolation or, sometimes as adversaries, rather than coordinating diversion efforts.

More recently, these systems have begun to work together along with other human services and community agencies in the county to build a youth-services system that supports the County's vision of successful children and youth. These broader conversations have led to increased collaboration around diverting youth from the juvenile justice system. The CSU, the FCPS and the FCPD have formed a Juvenile Diversion Planning Team that applied for and was accepted into the Georgetown University Diversion Certificate Program. The goals the Team hopes to achieve during the Certificate Program include:

- Developing a collective, overarching vision and philosophy for juvenile justice diversion programming within Fairfax County (or at least among the three systems)
- Within the overarching vision, identifying the specific diversion roles for the CSU, the FCPS, and the FCPD
- Developing a 'system map' that will illustrate how the existing diversion pieces in the three systems fit together and highlight areas where gaps may exist
- Identifying diversion approaches that will more successfully address the persistent disproportionate minority contact occurring at the referral stage of the juvenile justice system
- Identifying evidence based diversion approaches that have been successful in similar communities
- Identifying decision-making tools that can be used by CSU intake staff to ensure that diverted youth are consistently assigned to appropriate services.

This project provides a forum for the agencies to work together to craft a more coordinated system of diversion options in the county.

Restorative Justice as a Diversion Option

Restorative justice is a victim-centered response to crime and wrongdoing that focuses on victim needs as related to the harm caused by the incident. Young offenders are held accountable by direct involvement in repairing the harm they caused to the victim, to the community and to themselves and their families. Restorative justice processes increase victim satisfaction with the justice process by giving victims a voice in the outcome and by reducing the incidence of re-offense.

Fairfax County officials representing the CSU, FCPD, FCPS, Fairfax County Department of Neighborhood and Community Services (NCS) and local nonprofit Northern Virginia Mediation Service are collaborating on a *Community Restorative Justice Program* (described below in more detail) to increase the use of the restorative justice processes for select incidents committed by juveniles in the schools and the community prior to juvenile justice involvement. This program is unique in that it brings together four public agencies and a community organization to respond jointly to some of the most critical issues involving youth in our region.

Restorative justice has been in use in FCPS for over 6 years and in the CSU for three years. The Community Restorative Justice Program will strengthen and expand efforts already in place in various programs in Fairfax County, including the FCPD as a new partner. The program aims to address critical issues including minority overrepresentation in discipline and justice proceedings, bullying, internet crimes and the school-to-prison pipeline experienced by some youth who engage in criminal activities at an early age. These topics present challenges nationally, regionally and locally, and Fairfax County is stepping up efforts to address them here in our communities.

Fairfax County Juvenile Restorative Justice (RJ) Program for Police-Referred, Early Diversions Program Highlights Overview

Who: The following agencies and organizations are collaborating:

- Fairfax County Police Department (FCPD)
- Fairfax County Public Schools (FCPS)
- Fairfax County Juvenile & Domestic Relations District Court (JDRDC)
- Northern Virginia Mediation Service (NVMS)
- Fairfax County Department of Neighborhood and Community Services
- Additional supports may come from other County agencies and nonprofits (in-kind space, research)

Why: Address critical issues including:

- Youth minority over-representation in criminal justice & disciplinary proceedings
- Youth accountability
- Recidivism of harmful criminal and discipline acts
- Victim empowerment

What: The agencies are using RJ as a proven approach to:

- Reduce the number of youth (across diverse range of backgrounds) who are court-involved
- Hold youth accountable for their actions
- Apply incident-specific responses for each case
- Reduce recurrence of criminal acts by youth
- Provide support for victims to participate in identifying how their harm is addressed

How: The agencies are adding a critical program element to existing Fairfax County RJ programs and providing integration support for existing programs:

- Adding a new option for Police Officers to refer directly to RJ for appropriate incidents
- Checking eligibility of youth for RJ program in a centralized process
- Providing accessible services for the youth involved in the incident, their parents, those who were harmed (as applicable) and stakeholders (as applicable)
- Tracking participation and outcomes jointly
- Evaluating and reporting on program outcomes in addressing critical issues

When: Pilot launched October 1, 2014

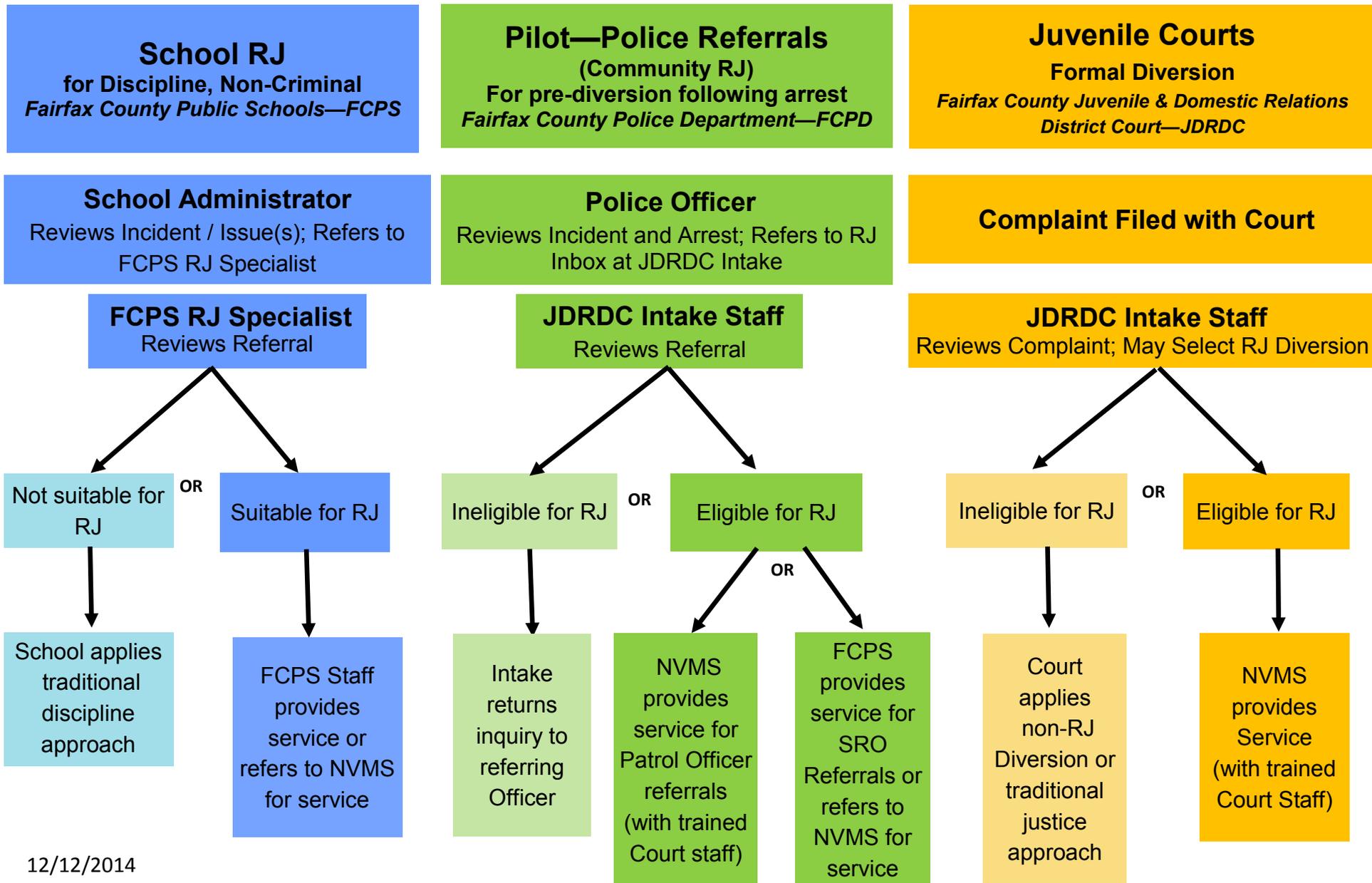
Where: There are a variety of location resources available within Fairfax County, although the Police referral element will focus on the Mount Vernon Station and services will be provided in the Route 1 corridor:

- Fairfax South County Government Center (Rt 1 Corridor/Mount Vernon)
- Gum Springs Community Center (Mount Vernon region)
- Sacramento Neighborhood Center
- Fairfax County Courthouse (central, for Intake-diverted cases)
- Fairfax County Public Schools [SRO-referred cases] (full County coverage)
- Northern Virginia Mediation Service (central, as needed)
- Additional options may be determined on as needed basis

Why Now?

RJ processes have been gaining momentum as a useful approach to a number of issues both locally and nationally. RJ began in Fairfax County in the Schools in 2004 and has been available as a diversion option in the Juvenile Courts in 2011. This program is a unique, collaborative effort to use current Fairfax County experience and resources to pro-actively address priority areas of concern and set the example for other regions. There is a national call to address critical issues including minority over-representation, bullying and other significant challenges among youth. This program partnership is answering local needs and that national call.

FAIRFAX COUNTY JUVENILE RESTORATIVE JUSTICE PROGRAM



SCYPT Information Item I-3
December 17, 2014

TITLE:

Update on Advancing Opportunity and Racial Equity

ISSUE:

The SCYPT Executive Committee, other leadership, and staff have been advancing the racial equity work discussed at the September meeting.

BACKGROUND:

On December 8, the School Board discussed the racial equity work and strategic plan. After receiving a presentation from staff, the School Board agreed (as did the Board of Supervisors earlier) to pursue a joint work session with the Board of Supervisors to move an equity policy agenda forward.

ATTACHMENTS:

None.

STAFF:

Karen Shaban, Department of Neighborhood and Community Services
Marlon Murphy, Juvenile and Domestic Relations District Court